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24 January 2017

Sandra Cunningham  
Headteacher  
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Dear Mrs Cunningham

### **Short inspection of Warren Mead Junior School**

Following my visit to the school on 12 January 2017, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since your predecessor school was judged to be good in November 2009.

#### **This school continues to be good.**

You have led the school with a high degree of resolve to improve the standards of academic and personal achievement for pupils. You have galvanised your staff team and governors in united support of your vision for the school and pupils in your care. Parents are overwhelmingly supportive of your leadership and complimentary about the noticeable improvements since your appointment as headteacher of the school. One parent captured the views of many by writing, 'The positive and enthusiastic attitude of Mrs Cunningham and all of her team is refreshing and contagious.' Another stated, 'It is a well-led, nurturing school with an excellent staff team who enthuse and inspire pupils.' You have made sure that the school is increasingly outward looking and forward thinking. By working with other schools in the local area, you ensure that good practice is shared and that teachers' assessments about how well pupils are doing are correct. You realise the value of working in collaboration to improve the overall effectiveness of the school towards outstanding, and to provide pupils with even more opportunities to engage with pupils from other schools. You are keen to investigate the effectiveness of teaching and learning methods in order to ensure that your initiatives and strategies are the best that they can be. Consequently, the leadership team has maintained the good quality of education in the school since the last inspection.

Most pupils enter the school with knowledge, skills and understanding that are broadly typical for children of their age. By the time they leave the school, pupils' achievement is typically higher than the national average. This school is

characteristically a high-performing school, where more pupils have reached the expected standard in reading, writing and mathematics than the national average, and this year is no exception. There was, however, a dip in the proportion of pupils reaching the expected standard in all three subjects of reading, writing and mathematics by the end of key stage 2. The high attainment of your pupils is notable, given the increased expectations of the new primary curriculum. You have developed a system for tracking pupils' progress and achievement that teachers use to plan learning that is mostly well matched to the needs of all pupils. You have analysed what the school needs to do to make pupils' outcomes even better, and have made a speedy response to ensure that the progress that pupils make in all year groups becomes consistently strong. There is evidence that recently introduced strategies are already paying dividends. The numbers of pupils working at age-related expectations in reading, writing and mathematics is increasing as a result of better progress.

You and your staff have worked conscientiously to meet the recommendations from the previous inspection of your predecessor school. They required the school to improve the progress that pupils make and provide pupils with greater opportunities to take responsibility for their learning. Because the quality of teaching has improved to be consistently strong in all classes, learning is generally well matched to the needs of pupils. Pupils are increasingly building on what they already know and can do. You have fostered a growth mind-set among staff and pupils so that potential is uncapped and pupils are increasingly aspirational. Pupils demonstrate perseverance and resilience as they tackle increasingly challenging work. Subsequently, more pupils are making good progress and are working at the standard expected for their age throughout the school.

### **Safeguarding is effective.**

You work very hard to make certain that pupils understand what bullying is and the different forms that bullying can take. For instance, you have trained pupils to be anti-bullying champions who are responsible for raising awareness of bullying, promoting kindness and ensuring their classmates stay safe, both online and offline. Pupils are taught how to keep themselves safe. They are adamant that behaviour is good and that bullying is very rare. Pupils collectively state that adults will set aside time to talk with them and help to resolve any problems they might have. Pupils feel safe because they have very strong relationships with each other and are cared for by staff who know them well. A parent noted that 'The level of care and affection shown by both teachers and pupils is amazing.' The majority of parents share this view. You know that it is important to continually seek ways to communicate all aspects of the school's work to parents, to make sure that they are acutely aware of the many ways in which pupils are supported to stay safe.

You have ensured that British values and pupils' spiritual, moral, social and cultural development are woven seamlessly throughout the curriculum so that these values are taught in a meaningful and contextual way. They are intertwined with the school's own values and ethos. A parent thoughtfully wrote, 'I feel that the school has established values and lives up to them.' Because of your proactive approach,

pupils are well prepared for life in modern Britain.

School leaders have ensured that all safeguarding arrangements are fit for purpose and records are detailed and of high quality. You are acutely aware of your duty to protect pupils and you monitor the effectiveness of the school's procedures extremely well. Governors take their responsibility to protect pupils very seriously and evaluate the strength of safeguarding throughout the school. The processes to recruit staff are secure and the single central record is well maintained.

Attendance is above the national average. This is because school leaders have worked purposefully to ensure that pupils are punctual and attend school every day. Leaders have effectively communicated this expectation to parents. You have worked hard to create an environment in which pupils feel central to the school's purpose, and therefore enjoy coming to school.

### **Inspection findings**

- During this inspection I considered what it would be like to be a pupil at your school. I found that pupils enjoy school and their learning. It is clear that pupils' personal development is prioritised by staff. Pupils have praiseworthy attitudes to learning and try hard to complete their work to a high standard. Pupils feel that their opinions matter. You provide them with ample ways to express their views and concerns, such as through suggestion boxes and worry bubbles. Because of this, they doggedly persist when faced with challenging work, especially in mathematics. They demonstrate perseverance and resilience. Pupils' focus on learning helps them to make good progress, and these embedded skills prepare them well for the next stage of their education.
- Pupils speak enthusiastically about the wide range of curriculum opportunities available to them. The plethora of pupils' work on display around the school is of high quality and celebrates pupils' achievements in a wide range of subjects. They reminisce fondly about the many opportunities they have had to experience workshops and trips with overnight stays. They value the chance to learn outdoors and on the stage, and they love to learn through role play. Pupils demonstrate a clear understanding of the skills that engaging in forest school gives them. They told me how they learn to solve problems and work as a team. The scheme to promote cycling safety and encourage pupils to cycle to school has been a particular hit with pupils, especially the challenges within it, such as balancing water while cycling to see which team can collect the greatest amount of water.
- We looked at the quality of teaching in mathematics and scrutinised pupils' work, to examine the progress that pupils are currently making. This was because pupils' progress in mathematics was uncharacteristically lower by the end of key stage 2 in 2016. You have tackled this head on. Aply supported by your deputy headteacher and subject leader, you have carefully analysed the reasons for this, and have already put in place strategies to restore the good progress that pupils have achieved in previous years. These new initiatives need to be embedded to impact fully on pupils' progress. There is still inconsistency in the progress that groups of pupils are making in mathematics, but initial signs of

increased progress are encouraging. Nearly all parents say that their children make good progress at the school.

- Pupils' understanding and ability to apply mathematics to reason and problem solve has also improved rapidly. This is because they are given ample opportunities to do so. Pupils say that there are always more challenging activities and tasks for them to do, and so work is rarely too easy.
- The number of disadvantaged pupils in the school is well below the national average. This makes it difficult to compare the outcomes for this group of pupils over time. Some disadvantaged pupils also have special educational needs and/or disabilities. Together, we considered the work of school leaders in supporting disadvantaged pupils in the school.
- Leaders are committed to equality and have instilled high expectations among all staff for the progress and achievement of disadvantaged pupils. You have introduced new online programs in English and mathematics to support this vulnerable group of pupils in order that the difference between their achievement and that of other pupils diminishes. You have sought support through collaboration with other schools to improve the school's provision for disadvantaged pupils. School leaders and governors have a clear understanding of the importance of this aspect of the school's work and are not complacent. They seek ways to improve disadvantaged pupils' life opportunities and to diminish the remaining differences in their achievement compared to other pupils nationally.
- The progress of middle-attaining pupils was not as good as for other pupils in key stage 2 by the end of the last academic year. For this reason I evaluated how well middle-attaining pupils were challenged to make effective progress and to reach the highest levels of attainment. This meant that I also examined whether the needs of the most able pupils were also being met. School leaders have implemented new initiatives so that middle-attaining pupils can aspire highly and learn from the most able pupils. The most able pupils achieve well in reading, writing and mathematics. Work in pupils' books shows that middle and higher attainers are provided with opportunities to apply learning in a range of ways and are already provided with work of greater depth in English and mathematics. Because of this, progress is increasing and the proportion of pupils on track to reach expected standards and greater depth is improving. Sometimes, during whole-class input, the most able pupils grasp concepts quickly and wait too long for other pupils, instead of being able to access activities that challenge them.

### **Next steps for the school**

Leaders and those responsible for governance should:

- embed new initiatives and consolidate collaboration so that the progress that disadvantaged pupils make increases, and the gaps between their achievement and that of other pupils nationally diminishes
- continue to improve outcomes in mathematics so that pupils achieve as highly as

they do in English

- ensure that the school's new assessment system is used effectively by teachers to meet pupils' needs, so that all groups make at least good progress from their starting points.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Surrey. This letter will be published on the Ofsted website.

Yours sincerely

Abigail Birch  
**Her Majesty's Inspector**

### **Information about the inspection**

I met with you, other leaders, and four members of the governing body, including a parent governor. I met with those responsible for safeguarding. We visited all classes together to see pupils learning, paying particular attention to the quality of teaching in mathematics. I spoke to pupils in lessons and met with pupils of all ages formally to gather their views about the school. I looked at pupils' writing, mathematics and topic books and viewed pupils' work during lessons. I took account of the 130 responses to Ofsted's online questionnaire, Parent View, and the 64 written contributions by parents, which were also made online. I met a number of parents at the start of the school day. No responses had been made by staff to the online staff questionnaire as this was not accessible during the time of the inspection. I took account of four letters written to me by staff during the inspection. I analysed a range of the school's documentation, including information about school improvement and pupils' achievement, and I examined safeguarding checks, policies and procedures. I also looked at, and discussed with you, the evaluation of the school's effectiveness.